

SPECIAL PROGRAMS FOR HIGH SCHOOL SUPERIOR  
STUDENTS IN THE UNITED STATES AND THEIR APPLICATION  
TO HIGH SCHOOLS IN INDIA WITH SPECIAL REFERENCE  
TO SPECIFIC TECHNIQUES FOR ENGLISH CLASSES

by

PRATIBHA P. ATTRI

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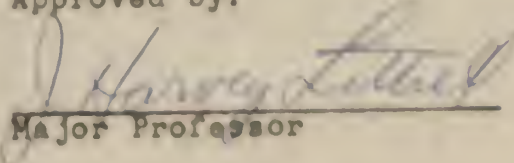
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Major Professor

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## INTRODUCTION

In fifteen years of Independence India has reached the stage of providing free and compulsory education through elementary school regardless of caste, creed, and sex. Educators in India today are realizing the modern philosophy of education which seeks the maximum development of every student according to his unique nature, needs, and capacity.

Indian society cannot afford the exploitation of young boys and girls, the resources and future pillars of the nation. India needs men and women of superior ability as leaders in literature, science, education, medicine, and government. To enable every person to make his greatest contribution to the society, suitable educational opportunities should be provided. The superior student should be encouraged and stimulated through special administrative programs. The five programs discussed in the literature for superior students in the high schools of the United States are: enrichment, acceleration, homogeneous grouping, individual instruction, and special classes. The key program is the enrichment program.

The five programs previously mentioned may be suggested for the superior high school students in India. The choice must be left with the school personnel for adopting a program or programs according to their needs and facilities.

Any program selected for the superior students must make provision for group participation while taking into account

individual differences. A superior student should be encouraged to take part in planning, exchanging ideas, sharing experiences, and to grow in the ability to become a member of the world society.

If a person is to become an active member of the world society, study of the English language is necessary. English being an international language it is very important for the superior students of India. It is indispensable for the advancement of the country. It helps in learning the literature, culture, and the way of life in other countries and the different states in India itself, which have different mother tongues. The four language art skills reading, listening, speaking, and writing must be capitalized on for the superior students in India through various activities and devices discussed in the report.

#### PURPOSE OF THE STUDY

The purpose of this study was (1) to get acquainted with some of the administrative programs suggested for the superior children in the schools of United States of America (2) to select some of these suggestions which would be most practical for superior children in high schools of New Delhi, India, according to the situations, circumstances and facilities provided; and (3) to give some specific suggestions for the techniques in English classes for the superior high school students.



## LIMITATIONS

This study is limited to the superior children in the public high schools and in the schools which receive three-fourths of their expenses from the government in New Delhi, India. All those schools having English as their medium of instruction can make use of this study. A superior child has been defined by many people in different ways. For this study a definition from the Dictionary of Education has been taken which defines a superior child as stated:

A child who is considerably above the norm in regard to a number of traits and abilities; usually applied to those children who have outstanding intellectual ability; frequently also implies better than usual social and physical development; a broader term than gifted child.

The term "public school" was taken from the British educational system because the Indian educational system is based more or less on the principles of the British educational system. The term public school means private school operated by either an individual or a group enterprise. These private schools charge high tuition fees in order to produce better qualified students, and to maintain their standards. They are well equipped with modern equipment such as film projectors, tape recorders, opaque projectors, and record players. The physical conditions of private schools are good. There are spacious rooms and playgrounds, gymnasiums and auditoriums. Since the parents of the children in public schools are wealthy they can afford the extra expenses for their superior

child.

Those schools which may benefit from the programs suggested for superior students in the United States are those which receive three-fourths of their expenses from the government, have English as the medium of instruction, have an enrollment above 800 students, and are well equipped with modern equipment.

#### TYPES OF ADMINISTRATIVE PROGRAMS SUGGESTED FOR SUPERIOR CHILDREN IN UNITED STATES

Many educators believe that the teaching and training of the superior children has been a neglected field. The cause is probably that superior children are not so easily detectable as the slow learners. In the past the general tendency was to modify the instruction and then allow the superior child to find his own success. For social advancement and human development some finer avenues of instruction for the superior child needed to be provided. Gradually two basic ways of handling the education of superior children came into practice. These were acceleration and enrichment, with various interpretations. A third method was a combination of acceleration and enrichment. In all three methods programs were for both individuals and groups.

Currently, "Education is looked upon as a process which seeks the maximum development of every boy and girl according to his unique nature and his needs."<sup>1</sup> Presently it is easier

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<sup>1</sup>Paul Witty, The Gifted Child (The American Association For Gifted Children. Boston: D. C. Heath and Company, 1951), p. 267.



than formerly to identify superior children because we now have the help of intelligence tests, achievement tests and other means. As soon as the students are identified as superior they should be provided with some special educational opportunities where they can progress to their maximum capacity and make their greatest contribution to the society. As the Educational Policies Commission stated:

Each person by virtue of his membership in the democratic society is entitled to learn the things best suited to his particular needs, to share in determining the purposes of education, to exercise the leadership of which he is capable and to take part in the social life of the school.<sup>1</sup>

Renewed interest in teaching the superior student has caused educationists and psychologists to do research as a basis for suggesting the best programs suited for the superior student. Educationists are also recapitulating the gains already made by some of the programs. Enrichment brings new disciplines into the curriculum. The newer disciplines are literature along with sociology, psychology, anthropology and philosophy. But these new disciplines are all just luxuries as they hardly represent any permanent innovations unless touched upon seriously and studied deeply. Courses of study are being telescoped and restricted in order to get a deeper knowledge. Community scholars are taking keen interest to help the schools provide enrichment. Mechanized teaching, instruction in foreign languages, televised instruction, and

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<sup>1</sup>Monte S. Norton, "Current Provisions for the Gifted", Clearing House, 33:7 (March, 1959) p. 425.



the use of language laboratories may benefit the superior children. The modern trend is to correlate science and the arts to give a broader base to the knowledge of superior children. Talent is being sought in rural and culturally deprived areas in order to help superior children in each part of the country.

Five administrative programs have been suggested for the superior children by John Edward Bentley, a Professor of Education and Psychology.<sup>1</sup> (1) Enrichment, (2) acceleration, (3) individualized instruction, (4) homogeneous grouping, and (5) organization of special classes or segregation. These five programs are not new but are improved and modified forms of past programs. Each of these programs will be discussed as to what they are and their benefits and disadvantages.

### Enrichment

The term "enrichment" has been defined in various ways. According to Goddard it means provision of broader experience. "Utilizing their time in those activities which call forth their interests and contribute to their mental, moral and social development."<sup>2</sup>

Cutts and Moseley define enrichment as, "The substitution of beneficial learning for needless repetition or harmful

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<sup>1</sup>John Edward Bentley, Superior Children (New York: W. W. Norton and Company Inc., 1937), pp. 124-78.

<sup>2</sup>Ibid., pp. 131-32.

idleness.<sup>1</sup> Margary and Eichorn define enrichment as "a deliberate differentiation of curriculum contents and activities for the superior pupils in a heterogeneous class."<sup>2</sup>

Enrichment is the most fundamental method for helping the superior child in the school. It is the key to effective handling of superior children. The definitions given above show that enrichment is more than just adding materials to the child's curriculum, it changes the process. It is comprehensive term encompassing some of the other programs. In other words, enrichment may be incorporated into programs such as individualized instruction, homogeneous grouping, acceleration and segregation. "Enriching the everyday program by directed activities provides the bright child with more opportunities for personality growth, for improving leadership and for working and sharing with others."<sup>3</sup>

Objectives. No program will be successful without objectives. These objectives should be definite, specific and worthy. The superior children must be aware of the objectives. Sometimes having objectives set with the help of the students and teacher gives an opportunity for thought and provides more meaning for the superior students.

Some objectives of the enrichment program given by Cutts and Moseley are:<sup>4</sup>

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<sup>1</sup>Norma Estelle Cutts and Nicholas Moseley, Teaching the Bright and Gifted (New York: Prentice Hall Inc. 1957), p. 37.

<sup>2</sup>J. F. Margary and J. R. Eichorn, The Exceptional Children (New York: Holt, Rinehart and Winston Inc. 1960), pp. 521-22.

<sup>3</sup>Cutts, Op. Cit., p. 37.

<sup>4</sup>Ibid., p. 42.



1. To challenge the full use of abilities.
2. To provide for the needs of individual differences of the superior children.
3. To broaden the basis of knowledge, widen and deepen attitudes and appreciations, acceptance of social responsibility and enhance learning.
4. To help pupils to think abstractly.
5. To increase the level of the pupil's skills. To accomplish this many more subjects should be included in the skill subjects apart from arithmetic and language arts. A superior child should be able to apply the knowledge practically and increasingly to cultivate skill in human relations.
6. To develop a love for learning. The instruction should be carried over into life situations. The program should be presented in an interesting manner; as Frank Ashburn, headmaster of Brooks school once said, "All we need to do is to study an extra-curricular activity."<sup>1</sup>
7. To inculcate desirable methods of learning, logical thinking and sharing acquired knowledge and skills with the other classmates.
8. To encourage initiative by permitting the superior child to choose his curriculum and the ways of enriching his program.
9. To give play to creativity in music, art, writing, and mechanical invention.
10. To provide the right kind of activities and experiences.

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<sup>1</sup>Ibid., p. 44.



11. To emphasize intensity and not speed in achievement.

12. To help the superior pupils to help himself and encourage him to think and act independently.

Types of enrichment program. Since enrichment is such a broad term including other programs. It provides for most of the objectives stated above through one program or another. Actually there are two general types of enrichment programs. The first is enrichment in depth which refers to devices enabling a student to probe more deeply into the curricular areas offered. Opportunities are given to specialize in a certain activity or work at a more advanced level. This type of enrichment is also known as intensive or vertical enrichment. It is combined with acceleration here.

The second type of enrichment, enrichment in breadth, makes it possible for superior children to pursue areas not ordinarily touched upon by the average students in the regular course of study. Such a program would involve opportunities in art, music languages or creative writing. This type of enrichment is also known as extensive or horizontal enrichment.

Common methods of administering the enrichment program.

Enrichment should properly be a part of the program of every class. Strayer said:

When pupils all work together it is not expected that all will be able to do an equal amount of work. It is especially important that they may have enough work to keep them active and alert.<sup>1</sup>

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<sup>1</sup> John Edward Bentley, Superior Children (New York: W. W. Norton and Company Inc. 1937), p. 128.

Each child's individuality should be kept in mind. Children in class are not walls or furniture which can be painted with the same color. If the subject matter is just for the average, then the students below average have to struggle hard to keep the standard up while, on the contrary, the superior may complete the work effortlessly. Completion of work effortlessly and stereotyped work may induce bad work habits in superior children. They get bored, lazy, restless, aggressive and begin to day dream. The superior pupil will lose interest in school and this may result in his dropping out of school. In order to avoid drop outs and bad work habits some type of enrichment program must be employed.

The first method of administering the enrichment program is through group enrichment in special schools. Group enrichment represents an efficient and challenging program for the superior children. It also represents an efficient and economical use of facilities, services and instruction personnel. The second method of administering the enrichment program is through special classes. Special classes for enrichment are more common than special schools for the gifted. Two or more sections of the same class may be combined in order to secure groups of adequate size. The special class works at the same pace as the regular class but the special class of superior children receives a broader program. These special classes may be provided on a full time or a part time basis. They also provide the opportunity to associate with other pupils. The



teachers for special classes may be drawn from the school or community.

The third method of administering enrichment program is through seminars. Seminars are developed in some high schools and are organized around areas of interest of the superior children. These seminars develop not only the content of subject matter, but also skills in communication and the use of mature resource materials.

Individual enrichment may be carried out in two ways:

(1) Through the regular classroom teacher plan. In this plan the teacher should know the special interests and abilities of his superior pupils in order to help them by giving challenging work in regular classroom when they complete the work. (2) Through the special teacher plan. The superior students work with regular teachers, but for some time during the day or week the superior children are allowed to spend some time with the special teacher. The superior students are exempted from the regular classroom. The special teacher provides guidance and counseling. This plan has some advantages over the regular classroom teacher plan: The special teachers have undivided attention toward superior pupils; the special teacher's experiences will be broader than those of the regular class teacher; and the special teacher is usually more sympathetic and understanding of the needs and problems of superior children.

Methods and techniques of enrichment in a class and in a school. In the past the superior pupils helped younger children



and slower classmates or kept engaged in the learning to spell as many words as possible. At Harvard in the 1870's Henry Adams did away with history books and "put his students to work for themselves." But recently President James R. Killian of Massachusetts Institute of Technology has proposed:

A complete tutorial system, in which the boys are allowed to develop under the direction of a volunteer group of faculty members to proceed without requirements to attend classes, and 'will' be expected at the end to meet the requirements for graduation.<sup>1</sup>

The modification of instruction in the ordinary classroom is another method of enriching the program for superior pupils. Under this plan two adjustments should be made, one in the learning exercises and the other in the teacher's directions. Harriot<sup>2</sup> suggested some modifications in the curriculum through teacher's methods of teaching. He suggested that drill is less needed, for the superior children learn in one half the time. Instead of being given the same work repeatedly they should be given work of a related kind. To revive and enrich the knowledge of the superior pupil, he may be asked for special reports and more difficult assignments. Sometimes he may be helped by acting as a junior tutor. Superior children do not need illustrations and concrete examples because they can think abstractly and make generalizations. Teaching by principles aids in developing a logical mind and abstract thinking. Use of problem solving techniques

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<sup>1</sup>Cutts, Op. cit., p. 38.

<sup>2</sup>Bentley, Op. cit., p. 128.

also helps the enrichment program.

Some other methods have also been proposed by various educationists:

1. Guidance is a method used to achieve self-discipline and a good attitude towards learning. Neither autocracy nor laissez-faire is feasible in directing superior children.

2. The diversification of courses in high school helps in providing enrichment through additional courses.

3. Generative educational ideas may be used to stimulate intellectual energy, enthusiasm and interest, such as,

(a) Biographies and autobiographies.

(b) Basic problems of civilization such as man's attempt to increase his food supply and the solution of the problem of transportation.

(c) The advent of great ideas, new inventions, and discoveries.

(d) Teachers should capitalize on the individual ideas, interest and motivation to learn.

(e) Imaginative living. Man's ability to adapt himself to variations in his environment as climatic conditions and topography.

(f) Teaching the basic academic skills for using the dictionary, encyclopedias, and atlases in the library. The cardinal principle of enrichment is "lets look it up." Each class should have its own books. A class library is necessary to provide facilities for the superior children.

The books should be within easy reach to avoid wasting time. Leisure time should be utilized. The collection of books should range from the classics to the current.

4. Field trips should be taken to the places such as museums, historical places and monuments, factories, large industries and community resources. Special provision should be made for the interviews with the person in charge of the place to which the trip has been taken.

5. Occasional class exhibits of individual projects of superior children may help the teacher in the development of a hobby. Hobby enables a student to pursue his own special interests while beneficially utilizing his leisure time. A hobby may provide the stimulus for the choice of a later profession.

6. Devices and activities may be used to provide enrichment programs such as,

(a) Honor programs.

(b) Construction work in making charts, maps, murals and models.

(c) Holiday and assembly programs.

(d) Dramatics.

(e) Exhibitions.

(f) Creative work such as writing original plays, poems and essays.

(g) Debates and discussions.

(h) Demonstrations.



(i) Individual and group projects.

(j) Oral and written reports.

7. Optional special summer sessions and night classes for the superior children.

8. The use of senses, vision, hearing, smell, taste and touch and good audio visual aids should be provided. Superior children can help the teacher in selecting, presenting, and evaluating the audio visual aids program in the regular classroom.

9. Teacher pupil planning in the class is a good program suggested for enrichment.

While enriching the program through the pedagogical methods teachers should keep general considerations of the social, educational, and mental adjustment of the child should be kept in mind.

### Acceleration

An acceleration program has been defined as "One which makes possible pupil attainment of a given educational level in a shorter time or at an earlier age than is normally expected."<sup>1</sup> A few years back acceleration was a popular method of handling superior pupils. It was abandoned because of some drawbacks, but recently the idea of acceleration has been revived in some schools with a modification. Acceleration

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<sup>1</sup>Merle R. Sumption and Evelyn M. Luecking, Education of The Gifted. (New York: The Ronald Press Company, 1960), p. 163.

is a simple means of providing for the able students.

Studies done by psychologists show that superior children possess the ability to learn the materials of a grade level in one-half the time required by the average children. The desire for learning may also justify the case for acceleration.

Types of acceleration. One type of acceleration is early admission to kindergarten and first grade. Early admission based upon a child's capabilities and potentialities does seem to have some merit. Psychologists believe there is no reason why all children should start school at the same age. Individual differences show that some children are ready to learn at the chronological age of six years, some children are prepared even before the age of six years, and still others will not be ready to learn even past the age of six years. Parents would be responsible for the early admission of their children recognizing the ability which would pose a problem for the school administration. The parents generally do not realize the abilities of their children. Either they overestimate the abilities or they ignore them completely. In either case the school administration will have to test the intellectual ability, social, mental and emotional maturity of the children.

The most practical policy suggested by different people, to overcome this problem is to admit all the children to school under the age of six then provide psychometric testing



and place them in classes according to their abilities. This early admission in the kindergarten or first grade in the long run would mean early admission in high school and college.

Rapid progress, a modified program for grade skipping, has been introduced to solve the problem of missing the learning of fundamentals. Rapid progress allows the superior child to advance at his own speed through the regular school program and graduate faster than if held in educational lock-step. Special care should be taken that all the work required for a particular grade level is covered thoroughly; otherwise it would be no different from grade skipping. Simple grade skipping is not considered as a worthwhile technique by some of the educators. By skipping grades the superior children miss learning of the necessary fundamentals.

Ungraded grouping is a third type of acceleration. It is a curricular organization which allows superior children to complete three years work in two years. Ungraded groups should be flexible enough to enable superior children to progress to advanced work when they are ready. The ungraded group is not much different from the rapid progress group; but the ungraded groups, which consist of slow, average and superior students, take into account the whole regular class; whereas, rapid progress groups are concerned only with the individual superior child.

A combination of grades may be used as a fourth method



of acceleration to place superior pupils of ninth grade with the slow learners of eleventh grade. A better combination has been suggested by some educators, to place superior children from both ninth and eleventh grade together. In a combination group a teacher can adjust, when necessary, intra-class groups on the basis of ability and achievement rather than on the technical grade level. When a superior child in a combination grade comes to the level of the higher grade, he may be promoted to that particular grade.

Arguments against. There are some arguments against acceleration. Some people contend that a younger child in the class of older children poses some adjustment problems. The adjustment problems depend upon the ability and personality of the superior child and upon when and how he is accelerated. Terman<sup>1</sup> in his research on superior children found that the superior children grow almost at the same rate in all the different aspects of their personality and social characteristics. Thus acceleration program should not cause serious adjustment problems. Another argument against acceleration program is that it does not take into account the differences in rates of maturation in academic subjects. A student ready for advancement in one subject area may not be ready for skipping in another area. This problem has been removed by a subject matter grouping program which will be explained further under homogeneous grouping. Since one program may be of only limited

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<sup>1</sup>Harry J. Baker, Introduction to Exceptional Children. (New York: The Macmillan Company, 1953), p. 284.

help, the other administrative programs may be amalgamated in order to get better results.

Advantages of the acceleration program. Acceleration makes the period of formal education shorter, which would mean enormous savings in teacher personnel, materials, scholarships, and building space. The sooner the superior children graduate from school and college the sooner they enter into professions. This is a help to the community and society. Terman recommended acceleration for the superior children. He stated:

The children with I.Q. of 135 or above should be promoted sufficiently to permit college entrance by the age of seventeen at the latest; a majority in this group would be better off to enter at sixteen.<sup>1</sup>

### Homogeneous Grouping

The grouping of pupils according to ability represents a sorting of children with respect to their individual differences especially in mental traits, capacity, ability, and achievement. Homogeneous grouping is only an administrative device and not an end in itself. There should be differentiation of materials and methods of instruction. In other words, the enrichment program should be used in the homogeneous classes. According to some psychologists, the superior students

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<sup>1</sup>National Association of Secondary School Principals. Administration Procedures and School Practices for the Academically Talented Student. (National Education Association of the United States), 1960. p. 56.



need proper guidance and motivation by the teacher to work in proper directions.

### Types of grouping.

1. Total grouping. Schools which have sufficient students to form an organized class compose one class section of students who have been identified as superior.

2. Multi-track program. Multi-track grouping has been a common practice in high schools. The groups are organized around the curriculum, tracks such as college preparatory, business education, and general education. In practice multi-track systems in high schools have many characteristics of ability grouping because of the selective enrollment in different tracks. Recently honor programs have been designed for the students with superior ability in high schools.

3. Part time grouping. In part time grouping the superior students are placed in a special group for academic courses and are assigned to heterogeneous groups for non-academic courses.

4. Subject matter grouping. Subject matter grouping is somewhat like the multi-track program. The difference between subject matter grouping and multi-track program is that the former is more specific in nature. All superior students do not excel by the same degree in all subjects. For example, some students with outstanding ability in English and language arts may be only average in science and mathematics. For students who excel in one or two subjects, subject



matter grouping is beneficial. The superior students are placed in groups only for those subjects in which they excel. The rest of the subjects are studied in the regular classroom.

5. Grouping within the classroom. Grouping within the classroom depends upon imaginative classroom procedures. The teacher provides different levels of work according to the ability of the students.

6. Interest groups in extra curricular activities. The formation of interest groups is based on special interests or out-of-class activities. These groups may be called "clubs" and the period called the "hobby hour". The student himself selects those groups in which he is most interested. A child with greater abilities usually has somewhat advanced interests as shown by psychologists; therefore, he joins a group where his abilities will be challenged. The activities in interest groups are informal and less geared than those in the regular class sessions.

7. Special schools. The concept of grouping has reached its peak of development with the opening of special schools for superior students. In special schools the whole population is made up of superior children. Special schools can be opened more readily in big cities because of the large population than in small towns; but two or three small towns can open a special school with a joint effort.

Problems and solutions of grouping program. The main

problem in grouping pointed out by the 1958 N.E.A. Conference<sup>1</sup> is the acceptance of grouping by students, both those in the program and those not included in it; by the parents of all the students; by those teachers who teach the homogeneous groups and those who do not teach the selected group.

The acceptance by students is not a serious problem. Horace Mann<sup>2</sup> has shown the falsity of the assumption that friendships are not formed among the members of like groups. The acceptance of the program by the parents can be attained by asking them to participate in planning the school program. By participating they may realize themselves the importance of homogeneous grouping.

The general attitude of teachers not in the teaching program for special groups has been poor in schools where homogeneous grouping is practiced. This problem can be solved through the team teaching approach which includes several teachers in the instructional phase.

Barbe<sup>3</sup> pointed out that establishing the basis for grouping is a serious problem. The invention of group standardized tests, both intelligence and achievement, and individual

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<sup>1</sup>National Education Association. The Identification of the Academically Talented Student in the American School. (National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.) 1958, p. 79.

<sup>2</sup>Horace Mann. "How Real are Friendships of Gifted and Typical Children in a Program of Partial Segregation?" Exceptional Child 23: (Feb., 1957) pp. 199-201.

<sup>3</sup>Walter B. Barbe. "Patterns of Grouping for Gifted Child." Educational Forum, 26:4 (May, 1962), pp. 463-69.



psychological examinations have helped in minimizing the problem. For the best possible results the selection of pupils should involve all the techniques of identification. Some psychologists say that the superior students should be nominated by the class teacher, since the teacher has the opportunity to observe the ability, willingness, and interest of the pupils. Certainly the teacher's nomination should be given prime importance. The pupil's school record should be taken into consideration as it reflects the judgments of the different teachers. Competitive examinations are also helpful sometimes to form the groups.

The National Education Association and the National Association of Secondary-School Principals<sup>1</sup> in publication pointed out some problems about grouping and solutions. Evaluating the work of superior children poses a problem, since superior students are usually very concerned about their grades. In special groups the superior students have to work hard to maintain their standard, but in regular class they receive top-grades without much effort. Competitions for college entrance and special scholarships make them feel concerned about grades. The evaluation problem can be solved by adding a note explaining that the grading "A" or "B" was based on the standards of the special class where demands were greater than an average classroom.

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<sup>1</sup>N.E.A. and The National Association of Secondary-School Principals. Administration Procedures and School Practices for the Academically Talented Student. (1960), pp. 76-82.



Some people believe that homogeneous grouping is undemocratic because the children are sorted out according to a standard of ability rather than by alphabetical order. Walter Barbe<sup>1</sup> defending the grouping method wrote that grouping benefits not only the superior pupils because removal of the superior from regular classroom to a homogeneous group leaves the rest of the students in a homogeneous group too.

It was also pointed out in an N.E.A. Project<sup>2</sup> that in a grouping program the superior students may become conceited and snobbish. Cutts and Moseley<sup>3</sup> expressed the belief that conceit is not developed by grouping but by not grouping. In a regular class a superior child might over estimate himself, but in a homogeneous group he will realize, like Socrates, that he knows nothing.

Some critics believe that removing able students leaves the class to function at a level of mediocrity; in other words, superior children stimulate the average students intellectually, and psychologically. As pointed out by Heck<sup>4</sup>, there is no conclusive evidence that the average pupils are inspired by the superior pupils.

Another belief is that superior children in the homogeneous groups are deprived of the opportunity of associating

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<sup>1</sup>Barbe, Op. cit., pp. 463-69.

<sup>2</sup>N.E.A. Op. cit., p. 76.

<sup>3</sup>Norma Estelle Cutts and Nicholas Moseley, Teaching the Bright and Gifted. (New York: Prentice Hall Inc., 1957), pp. 92-93.

<sup>4</sup>N.E.A. Op. cit., p. 78.

with average students. This view fails to take into account that superior children do not feel obliged to divorce themselves from the company of average students. Part time grouping and subject matter grouping enables the superior students to be with average students. Even in the case of total separation, the superior students come in contact with average and below average children out of school in neighborhood groups.

Many people have assumed that leadership qualities will not be developed in the superior children in homogeneous groups. People believe that there is room for only a small number of leaders in homogeneous groups. This problem can be solved by realizing the fact that a superior child has a wide variety of interests which can be pursued. Thus each child will have an opportunity to be a leader in an area of his own interest.

In the schools where grouping for classes presents a problem, formation of special interest groups or hobby clubs has been found acceptable. Grouping is less obvious in high schools where the courses are diversified and in the large schools where one grade is divided into several sections to avoid over crowding in one classroom.

Advantages of the homogeneous grouping program. Grouping is considered as a good technique by many educators. Superior students when working together in a group having the same ability, interests, and enthusiasm stimulate each other to greater intellectual achievement. They exchange ideas and



share their knowledge. The speed with which the superior students master the fundamentals leaves them with a considerable amount of time for enrichment projects. The superior students are able to probe more deeply into the details of the subject matter of the course or branch out into other activities. Homogeneous grouping also eliminates the necessity for acceleration. When a whole group is capable of profiting from an extra subject or activity or some alteration in the standard curriculum, scheduling is more convenient and economical.

### Individual Instruction

The concept of individual instruction is not new. It has been in existence since the days of Comenius. "...education at each stage should be adapted to the age and capacities of the child."<sup>1</sup> Rousseau in the eighteenth century wrote:

The fundamental point in the psychology of children is that they exhibit characteristic differences at different stages of maturing and that appropriate activities should be provided for each stage and each child.<sup>2</sup>

Historically, individual instruction was the first method of providing education. The priests and the parents taught children individually; only gradually did the idea

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<sup>1</sup>Nila Banton Smith, "Individualized Instruction Concepts Old and New.", Education 81:6 (May, 1961), p. 527.

<sup>2</sup>Ibid., p. 527.



of heterogeneous grouping emerge. In the twentieth century the invention of means of identifying children again opened the way for a renewed realization of the problem of individual instruction.

The concept of individual instruction is based on sound principles of psychology. It takes into account the fact that no two persons in the world are of the same face, habits, and nature. The doctor cannot prescribe the same medicine for all the patients, and in the same way the educators cannot have the same activities, experiences, and methods of teaching for the superior, average, and below average students. The educational program should be adjusted to the nature of the individual child.

The technique of individual instruction may be illustrated by referring to the famous Winnetka Plan, which was based on the principle of individual differences. Washburne has declared that the:

real adaptation of the schools to individual children, means more than merely allowing each child to progress at his own natural gait through school subjects. It means developing the child's originality, his creative impulses, his initiative; it means helping him to inner emotional adjustment; and it means making him into a social individual with a genuine sense of responsibility for the welfare not of himself alone nor of the small group of which he is a part, but ultimately of his nation and of humanity.<sup>1</sup>

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<sup>1</sup>John Edward Bentley, Superior Children (New York: W. W. Norton and Company Inc., 1937), pp. 161-62.

### Segregation or the Special Class

The term segregation has different meanings. Segregation which is based on social and economic conditions, needs, abilities or intelligence quotients, problems, interests, gives a poor impression of the term. This term may be designated as segregating the individual or the group of superior children from the regular class into a special class.

Segregation is not much different from ability grouping. The main difference is that in ability grouping the homogeneous groups are not totally separated from the average. Although the superior students have all the academic classes in special groups, they participate in activities with the regular class. Sometimes when groups are formed on the basis of subject matter, the superior students have some classes with the average pupils. In the case of segregation the superior children are separated completely from the average group. This isolation of superior pupils is the same as total grouping, one of the types of ability grouping. Since segregation has not always been an accepted term a new modified program of "homogeneous grouping" has been suggested by different people. Homogeneous grouping bears almost all the characteristics of segregation.

#### SUGGESTIONS FOR ENGLISH PROGRAM FOR SUPERIOR CHILDREN OF HIGH SCHOOLS IN INDIA, BASED ON THE PROGRAMS SUGGESTED FOR SUPERIOR CHILDREN IN HIGH SCHOOLS OF AMERICA

The majority of secondary schools in India are English schools. Since independence in the year 1947, there has been



a great demand for the study of English. The villagers who were reluctant to read English, now demand the same facilities that are provided in urban schools. The reason for this demand is very simple. Only those people who can read, write, and converse well in English can obtain good jobs. The quality of man in society is based on the quality of his English.

India had its own schools and universities prior to, and during the third and fourth centuries; but because of political complications such as the Moguls and then the English ruling India, the educational system received a setback. From the sixteenth century onwards, India had educational and cultural contact only with Great Britain. As a result of this contact in the eighteenth and nineteenth centuries, the new educational system was established.

The first three universities in Calcutta, Madras, and Bombay, and many missionary schools still operating were established by the British people. English schools were originally established to satisfy administrative needs. An army of clerks, petty officials, and public men was produced by this new educational system. The number of students prepared was not according to the availability of the jobs; therefore some new courses such as natural science, mathematics, medicine, and technology were introduced at the request of some Indian leaders. The language medium of instruction was English. The new courses could only be taught in English because of the difficulty in getting textbooks and teachers.



Since India has gained independence new problems have emerged that embrace the entire country and every aspect of Indian life. India is still in its primary stage. It needs many leaders in fields such as science, medicine, literature, and education. Superior students of today may be the leaders of tomorrow, and leadership in the modern world cannot be achieved without the knowledge of the history, economics, politics, and religion of many lands.

English is an international language; therefore, it is a means to attain contact with the outside world. It is a major vehicle of culture in the modern world. The English language possess an imaginative literature which has few equals in the world. It has an immense wealth of drama, poetry, fiction, short story, serious essays, and letters. It also helps in the study of many subjects as science, art, medical, and engineering subjects. The English language has not only a literature of immense richness of its own, but it also is the repository of most of the worthwhile literatures in other languages. Thus it has a special significance in academic, intellectual, and social life. If India is to keep abreast of the world in modern science and technology and make an independent and characteristic contribution to world civilization and culture, she cannot give up her command of the English language which has been deeply rooted in the minds of the people.

The special demand of the study of English may be

judged from the answer of a little boy, eleven or twelve years old, from an educationally backward area. He said that he wanted to study English more than anything else. When he was asked to explain his preference for English his reply was, "How can I become the prime minister of India if I do not learn English?" When a simple village child is eager to learn English, then the superior children in high schools must desire to learn this language.

A superior child educated in both the English literature and language may create works of beauty in his own language or in English itself. The study of English literature inspired Rabindra Nath Tagore to write in his own language. The remarkable literary works of Tagore which were translated into English are studied now in many Indian and American universities.

#### The Utilization of Five Programs in Indian Schools

Indian high schools should provide special programs for the superior students. The five programs: enrichment, acceleration, homogeneous grouping, individualized instruction and segregation suggested for superior children in schools of U.S.A. may be suggested for superior students in Indian high schools too. These programs might help in instigating new programs or modifying those programs which are being used. The emphasis in suggesting the programs for superior students is on using some ideas consciously to capitalize on human resources.



Once it has been decided to inaugurate a program for superior students, choices must be made among the various techniques available. It is generally the practice to make these choices at the local school level rather than to impose them from the central or the state administration even where there may be some overall general policy. Probably there is no single best approach applicable to all schools, as too many factors must enter into a final determination.

Acceleration has been the most common method used in Indian schools because of its simplicity. Plain grade skipping poses some problems, but new research has removed those problems by introducing different types of acceleration programs. The local administrative staff, which is responsible for introducing new ideas, may find some type or types of acceleration programs suitable to their local system.

Children in nursery schools are admitted at the age of three and one-half, and even earlier in some private schools. These nursery schools relieve the parents of responsibility and put it on the nursery school teachers. These nursery school teachers may refer the case of a superior child for early admission.

Early admission to kindergarten results in early admission to high schools and college. Therefore the early admission to kindergarten is related to the high school.

Individualized instruction is the oldest method used to instruct any child in India. In ancient times education



was limited to certain castes in India. The students who had an opportunity to study, lived with the teacher throughout the education period. One teacher would instruct one student or at the most two at the same time. Gradually the large population, over crowded classrooms, and the idea of universal education gave a blow to individualized instruction.

The concept of individualized instruction has not completely disappeared from the scene. Many times a teacher gives to the superior students an extra assignment or asks for his help in arranging bulletin boards and planning assembly programs. These activities keep the superior students busy while they also attain something worthwhile.

The caste system which was dominate in ancient and middle times has not completely lost ground in modern times. Of course the preaching of Gandhi and other great leaders helped to minimize the problems, but not to the extent that a program termed special class or segregation could be used. The idea of untouchability is still in the minds of the people, so the schools still must be cautious in practicing such a program.

The homogeneous grouping, which helps the superior students in the same way as does segregation, may be used in high schools. Generally the schools are large with at least a population of six to eight hundred students. Here the homogeneous groups of all types may be formed without being obvious.

Enrichment is not, strictly speaking, a technique.

Rather it is the whole key to the effective handling of the superior children. All the programs suggested above are means to enrichment. The basic question is how best to provide such educational experiences. The program must be designed to utilize most opportunities. In other words, it must be an enriched program. The main aim of all the programs and techniques is to provide something more than the basic educational fare. Another possibility that has been suggested which would prove most helpful is enrichment in the classroom itself.

Starting a new program. Starting a new program requires many things, but planning and time are factors constantly to be kept in mind. It is advisable to "make haste slowly." A program started in one area and planned progress in terms of flexible development over some years is better than the program on larger scale which should be put into effect the next week. Foresight, forethought, and learning from the mistake of others pay large dividends. The minimum time for starting a program should be five years, according to Gowan.<sup>1</sup>

In the first year a study committee should be formed consisting of teachers, supervisors, principals and public men. This committee should form the objectives, search the literature, and invite speakers to the school. In the second year the steering committee should be formed. This committee

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<sup>1</sup>J. C. Gowan, "Starting a Program for Gifted Children." Education 80:6 (Feb., 1960), pp. 337-40.



should give information and propose procedures, such as methods of identification, enrichment activities, and the means to attain the objectives, ways of evaluating the program, and the basis for ability grouping.

In the third year, part-time coordinators should be hired and enough enrichment materials should be secured. The provision of extra time should be made for teachers and consultants to identify superior students. In the fourth and fifth years the program should be begun on a limited scale. It should be considered as an experimental program which should be subject to change and development. The full program can be executed in the fifth year.

Requirements for starting a new program. Before making any decision for starting a new program a school should have materials and facilities, or the means to acquire them. Materials and facilities are a necessity for any system offering a program for superior children. The size of the school should also be taken into consideration. For large schools ability grouping is convenient; for small schools, enrichment in the classroom or individualized instruction is best. The size of the school should be taken into account from all possible points, such as guidance personnel, equipment, physical plant, and other facilities.

Community structure should be examined according to the socioeconomic status of the residents, educational background, and general type of attitude of the people. Any program



practiced in school should be accepted by the community and the people should be willing to help the program successful. The staff enthusiasm is perhaps more important than the size of school or structure of community. Considerable orientation of the staff prepares the ground well for the success of the program. The principal's role is most important; his attitude, resourcefulness, and allowance for flexibility are some of the important factors.

Some programs such as enrichment in classroom and acceleration are easily administered. Grouping by ability is most complicated; but the large schools and multipurpose schools in India make the grouping comparatively easier. The necessity of flexibility heightens complications.

The procurement of special materials for the promotion of special programs is necessary. The school library plays an important part. The principal should encourage the librarian to render help through special library services to the superior children.

Adequately equipped science and audio-visual laboratories are aids to the superior children since they are helpful in the enrichment of the program. The principal should appoint a supervisor or coordinator to take care of the materials. The principal should also see that the materials are easily accessible so that the teachers may use these materials when needed.

The teachers are the main factor in the success of the

programs. A principal should select the teachers wisely, and arrange for in-service training. Continuous evaluation of the program helps in improving it.

The school budget should be sufficient to provide for some of the facilities. If the school budget is limited, then the principal should be resourceful enough to manage some of the facilities required for the program through other sources.

### Specific Techniques for the English Program

The instruction of superior students requires a flexible program and an ingenious teacher. English is a broad subject. The ingenious teacher can provide many opportunities for the superior students through different ways and means. Two programs suggested especially for English and literature classes are advanced placement and honor classes.

Advanced placement, like acceleration, is a cooperative program which coordinates school with college for ambitious students. The honor classes, similar to enrichment program, are organized by the school on a voluntary basis. Honor classes may be arranged in summer or at night. Both advanced placement and honor classes could provide college level courses in high school.

The enrichment in English classes must provide reading skills, mechanics of writing, fluency in speaking, and techniques of listening. Francis Bacon once wrote, "Reading maketh a full man, conference a ready man, and writing an exact man."<sup>1</sup> These

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<sup>1</sup>Frieda Arnold, "Individualized Reading and the Language Arts", Elementary English 39:3 (March, 1962) p. 269.



skills are especially important for the superior student so that he may assume a leadership role.

Reading skills. Reading is the basis of learning activities and a source of information. The most important factors in the study of a language are: spelling, vocabulary, pronunciation, and oral and written expression. Reading provides all the facilities to carry out such a program. The reading of English enables the Indian superior children to learn the culture, customs, and literature of other countries. It helps in conducting lessons in writing. The students may read without writing, but they cannot write without reading.

A superior reader should learn to use sources to locate materials and to gain additional information on a particular topic. Sources to be found in the library include indexes, tables of contents, card catalogue, Reader's Guide, general references, tables, maps, atlas, dictionaries, magazines, and newspapers.

Reading has an effect on the personality and attitudes of the pupils. Reading helps in developing beauty of expression, in relieving tensions, in enforcing attitudes, and in self approval by determining the author's values and views in a selected work and comparing them with the reader's own. Biographical material may be utilized to develop an appreciation of, and a respect for the efforts and contributions of others. It gives a better understanding of human relationships.

Each superior student should be encouraged to construct a personal philosophy of ethical and cultural values based on the major philosophies. The Indian teacher should attain a goal of acquainting the students with modern English and American writers. Superior students should also be introduced to the great Greek classical dramatics. This introduction may be considered as one of the enrichment activities.

The superior students should be able to apply the concepts gained from reading material to confront situations and realize the importance of self evaluation.

Oral group reading or silent reading precedes such activities as field trips, displays, and films. It helps in conducting sharing activities in oral expression such as a round table discussion, a panel discussion, a dialogue, a talk, and dramatization.

The superior students should be helped to adjust the speed of reading to the type of materials and to the purpose. Various purposes are: gaining a general view of the material, skimming the contents, reading for memorization of general concepts, critical reading, understanding word meaning, and reading poetry and plays with effect.

Reading for pleasure utilizes leisure time in the best way and capitalizes upon hobbies. Interest groups may be formed for superior students. Reading satisfies the intellectual curiosity of the superior child. Oral reading should help in word pronunciation ability, widening the vocabulary and



retaining the words. Silent reading aids in the development of smooth and accurate oral reading. Superior students should be encouraged to do extensive and intensive reading.

The library is the pivot of the whole reading program; therefore the main school library should be easily accessible. The students can also have a class library. The parents should be willing to take their children to the public library.

An advanced reading program has been suggested for superior students by Margaret Gregory and William McLaughlin.<sup>1</sup> The books in this program may be borrowed from the library. The teacher selects the first set of books to which the superior students may add according to their interests and needs for intensive reading.

The superior students should read these books on their own. Once or twice a month the students could meet with the teachers for formal discussion. The advanced reading program would be helpful in the attainment of some of the purposes of reading. The discussion in an informal atmosphere will act as an incentive to free discussion. Good natured disagreement and criticism as well as intelligent comment and true evaluation of the books discussed help superior students in many ways.

The superior students should be encouraged to keep a notebook handy in which to write new words and expressions. Setting up a time limit for the reading of different kinds

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<sup>1</sup>Margaret Gregory and William J. McLaughlin, "Advanced Reading for the Bright Child," The Clearing House, 26:4 (Dec., 1951) pp. 203-5.

of materials is helpful in adjusting the reading speed. Summarization of a chapter or a book is helpful in developing reading skills. Suggested activities for critical and careful reading are suggesting other titles for books or a play and an oral comparison of two books.

Some of the audio visual aids which can be used for reading activities are the record player for model reading and tape recorder for improving pronunciation by listening to oneself or differentiating between a "good" and "poor" reading.

The main approaches to reading can be through heterogeneous and homogeneous grouping or individualized instruction. The heterogeneous approach is a traditional method of teaching a varied group of children with the possibility of using small intra-class groups. The homogeneous grouping is a plan in which the children cross grade levels and move to the class that approximates their reading level.

The individualized approach showed the greatest gain by both the pupils and the teachers in one of the studies reported by Rothrock.<sup>1</sup> Children may be grouped together on the basis of problems and interests for individualized reading. Orr<sup>2</sup> suggested that instead of individualized reading,

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<sup>1</sup>Dayton G. Rothrock, "Heterogeneous, Homogeneous, or Individualized Approach to Reading." Elementary English. 38:4 (April, 1961) pp. 233-5.

<sup>2</sup>Evelyn P. Orr, "Personalized Reading," Elementary English 38:4 (April, 1961) pp. 227-8.



personalized reading is a better term. She explained that "personalized" would be a better term, for this means a deep personal interest in each child, a person-to-person relationship, yet not restricted to an individual basis.

Individualized or personalized reading has many values. Through this method the slow learner, superior, and average each progresses at his own rate, need, and interests; the teachers feel successful and satisfied; the children's responses and test results show the advantage of the program; and the superior students are exposed to a wider range of reading subjects.

Listening skills. The second important skill which should be developed in language art classes is skill in listening. Listening cannot be improved by a teacher saying, "Listen to me carefully." Looking at the teacher and being physically present in class does not mean that the child is attentive mentally and listening to what the teacher is saying in the class. The most important factor in achieving the goal of listening is attention.

Some ways to improve active listening are by developing a good teacher-pupil relationship and by motivation. The pupil must view the teacher as someone worth listening to, as someone of interest who speaks not for self-gratification but for purposes which are clearly evident to the children. The teacher must talk directly to the student and always in a relational sense and not at them.

The teacher's voice must be clear, varied, and easily

heard in all the corners of the room. The teacher should try to present all the material in an interesting way. The listening activities should be pleasurable rather than threatening. Listening activities should not be prolonged over a greater period of time. Duker<sup>1</sup> suggested some skills which must be developed in order to make students good listeners:

1. A good listener is one who not only knows how to listen but who actually does listen in his daily life activities. A good listener must be selective in his choice of what to listen to.

2. The superior child should be capable of "changing pace" -- one should not listen to everything in the same way. The superior child should be skillful in identifying details and determine whether they are illustrative, essential, or irrelevant.

3. A superior child should develop a skill as a critical listener. He should be able to recognize the speaker's purposes and motives. He should not allow himself to be lead by catch phrases and emotionally loaded words.

4. A superior student as a courteous listener should not only pay attention to the speaker but he should be tolerant of the speakers mannerisms and peculiarities. He should accept ideas contrary to his own.

5. Retentive listening is very important for the superior students. A superior student should be able to

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<sup>1</sup>Sam Duker, "Goals of Teaching Listening", Elementary English 38:3 (March, 1961), pp. 170-75.



organize the content listened to in such a way that he may be able to discern what part of it confirms that which he already knows; what parts add new facts and ideas; and what parts are in conflict with his previously obtained information on the subject at hand. Training in note taking is important as it helps develop skill in reading and writing. The art of note taking is helpful in preparing reports in the enrichment classes and for the other programs where individual and group projects are practiced.

6. A superior child by nature is curious as shown by psychological tests. He likes learning about new things through reading or listening. A good listener should be a curious listener. A superior student should ask questions in his mind about what is being said. Asking questions serves as a means for receiving new ideas.

7. A superior student as a reactive listener should be able to change his course of action when it seems desirable as a result of his listening. The superior student should not close the subject with the end of the speaker's presentation, but should go further on to find more about the subject involved. This attitude will help the superiors in the enrichment program. Listening might act as a motivation for deep study of some subject.

8. Reflective listening should not only constitute realization of what the pupil knows already about the subject, not only his best thinking, his standards of reasoning, and his critical

powers, but should also reflect his philosophy, his feeling, and his very way of life. The purpose of reflective listening will help in attaining one of the objectives of reading which is to form a personal philosophy. It will also be reflected in the literature which he writes. The reflective kind of listening may become a way of teaching the art of living which is the true function of teaching.

The ears of the people are filled by information, misinformation, propaganda - good and bad, and by advertising campaigns. Rankin Paul found that his subjects, who spent 70 per cent of the waking day in verbal communication, were spending 9 per cent in writing, 16 per cent in reading, 30 per cent in talking and 45 per cent in listening. In a more recent study it was observed that children listened 158 minutes per school day.<sup>1</sup>

Listening is important in learning to read because direct association of sound, meaning, and word form must be established and assimilative skills. In listening, voice inflections, gestures, and facial expression often help the listener to understand the speaker's message.

The teacher should keep in mind that listening is related to patterns of courtesy. The teacher is the model of courtesy. For Indian students a teacher is also a model of pronunciation and expression. Listening should not be confined to children listening to the teacher but the children should also listen

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<sup>1</sup>Paul C. Burns, "Teaching Listening in Elementary Schools," Elementary English, 38:1 (Jan., 1961), p. 11.



to each other.

The directions given by the teacher will decide the listening skill being taught. The same paragraph may be read several times to implement different skills with different directions. For example, for comprehension of ideas (noting details) and then for organizing main and subordinate ideas, the direction might be as follows. "I am going to read a short paragraph I want you to listen so that you can answer a question I will ask about the paragraph."<sup>1</sup>

The word perception skill may be developed by giving the direction: "Listen to the article I am about to read. The words on the board will be used in the article. When I have finished reading we will want to see whether you have any different ideas about the meanings of these words."<sup>2</sup>

To enable them to understand particular things, superior students may be asked to listen to special programs on radio or television. Listening to the class discussions, reports, talks by resource people, and to themselves on tape recorder may also help in developing skills in listening.

Speaking skills. Speech is the most important element of language instruction. The linguist thinks of spoken English as the proper basis for language study. The educator knows that spoken English is the most commonly used of all the facets of the language arts. It is a fact that a child learns a language and speaks it before he learns to read and

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<sup>1</sup>Ibid., p. 12.

<sup>2</sup>Ibid., p. 12.

write. Not only children but also adults who cannot read or write in their own language, may learn a foreign language through speaking and conversing in it.

Since English is a foreign language for Indian students, the ability to listen to and understand the spoken language is important. This ability will aid the student in learning about the culture, literature, and ways of life in other countries. English is also useful for learning something about the different states in India. India has about fifteen different mother tongues which are quite different from one another. The scripts for all the fifteen languages is different too, which makes it difficult to exchange ideas with one another in oral or written expression. English is the most convenient language for communication among educated people. It is very important especially for a superior child to converse fluently in English in order to be able to exchange ideas with others.

So far speech as a subject has not been included in either the high school or college. The importance of speech shows the necessity for introducing it as part of the curriculum.

Observation of superior children has shown that they possess the characteristic of leadership and that speech plays a very important part in developing leadership. The ability to speak in public should be developed. Speech activities are important to students for improving their skills in human relations.



The purpose of instruction in speech is to aid the superior students in conversing, interviewing, and in social relations such as introducing people, telephone conversations, giving directions, and business conversation. Speech fluency helps in personality development. Students should be instructed in the value of proper posture and gestures. Bodily action is important for the controlled voice.

The voice is important in the effective control of the audience. The voice helps in carrying the thought and an emotion to the public. Emphasis may be placed on different facts by changing the tone of voice.

Superior students should be convinced that no matter how short or casual a speech may seem, real preparation and a disciplined mind is required. Outlining is important for organizing material quickly, logically, and effectively.

Speech is necessary for developing a deeper and keener appreciation of literature. Instruction in speech should include improvement of pronunciation, enunciation, skills of oral reading, story telling, oral talks, and building of vocabulary.

The objectives of the speech teacher should be the development of the student's ability to recognize various types of group discussion, to prepare for effective group discussion, to exercise leadership as a member or chairman, to participate in problem solving on a democratic basis, to evaluate the group discussion presented, and finally to enable him to become a sincere, effective, and poised speaker.

Debate is one activity for the improvement of speech which should be more widely encouraged. Debate has many values for superior students. Since the debate propositions are chosen annually from currently controversial topics, much information is available in that field to work.

Debate activity develops and improves thinking ability. The student gets valuable experience in practical application of the techniques of critical thinking. Participating in debate is valuable in creating an understanding for and an appreciation of orderly change. A superior debator makes changes in society and in life from a rational point of view. Debate helps in creating tolerance for other points of views. It teaches emotional control which also helps in the practical life. Enrichment is the most useful program for carrying out individual and group speech activities. Oral reports or talks on particular subjects are useful for developing skills in speech and ability to do research. The superior students collect the information through interviewing resource people and reading books. Talks, reports, speeches and plays on special occasions in class or assembly provide ample activities for superior students.

A dialogue or conversation may be conducted over a special interest topic. Reading difficult material aloud to the whole class or group, telling to the class original stories, selecting poems suitable for choral work and reciting them in class may be used as some of the activities for speech



instruction.

Participation in group discussion helps the superior students learn the courtesies of when to speak and when to listen. Group and panel discussions in class also prepare the student to assume a leadership role in the democratic society.

Through speech dramatization superior students learn to put themselves in the role of different characters. Dramatization helps in voice control showing different kinds of emotions through voice and bodily movements.

Some of the audio visual aids are very helpful in conducting speech activities. Speech with the help of audio visual aids tends to overcome fear and give a student a feeling of security and confidence. Topics for conversation may be selected by the students with the help of teaching aids. For example filmstrip, slides, and motion pictures may provide topics for casual and natural discussion. Educational television helps in good speech program activities. The television dramatic shows give much more intensive and extensive experiences than can be gained from simple stage production of plays. Another common device is the radio. A program heard on radio may be discussed in class. Superior students may be encouraged to take part in presenting the program on radio and television.

The tape recorder has become a common and indispensable teaching aid in the speech classroom. Its widespread

acceptance has been based upon an ease in handling and the quality of magnetic tape over other recording methods. Magnetic tape is very economical for it can be used several times. The prominent advantage of the tape recorder is that the superior student can improve his speech by recording and listening to himself.

All the previously mentioned devices help in the enrichment program of speech. The superior students sometimes investigate the details of the devices. Superior students learn how to set up the equipment for presentation in class. They may also learn to repair some of the defects in the equipment.

The speech teacher should be very careful in developing this skill. The emphasis in the beginning should be given upon speaking itself and then correction. More opportunities should be provided for the students to speak in class. The questions asked in class should not require choppy answers, but rather a kind of explanation or description of a thing. Every opportunity provided by state or school should be used as symposiums and competitions. Seminars should be held in school.

Writing skills. Writing is another skill necessary to express one's ideas. There are many kinds of writings, and each kind requires a special technique. Some of the common forms of writings are writing letters, answers to the questions in school, reports, themes, talks, literary criticism based on poetry, poetry itself, stories, essays, autobiographies, diaries, plays, and novels.



Superior students always have some thoughts to express. Descartes<sup>1</sup> told his students that anyone unable to express his thought had no thoughts to express. Expressing one's own thoughts and views of others through writing contribute to the literature. As literature is considered the mirror of society, it is very influential in making changes in society and preserving the ideas of a particular time.

The superior student should be taught to convey effectively information with an understanding of topic, rhetoric, usage, and the history of language. Special care should be taken in spelling and punctuation. A superior student's writing must be judged on the basis of the substance, organization, kind of thinking demonstrated, validity of his evidence, and choices made at each step of the development.

The technique of writing needs creativity. Creativity in language implies originality, individuality, and an absence of stereotyped thinking. It implies a freshness of vision, a versatility, and a novel view point. Being creative is an active process; therefore, special care should be taken in capitalizing upon the creativity of superior student. Contrary to common opinion, original, creative expression is a normal human reaction which wells up and emerges under favorable conditions. The most important conditions are

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<sup>1</sup>Rita Kissen, "Advanced English Instruction in the High Schools," High Points, Vol. 43 (Jan., 1961), p. 35.

opportunity, freedom, and permissiveness resulting from removal of restraint and imposition. The student is motivated from within not externally. "It is not merely an extemporaneous outpouring; rather it is dependent upon the development of the skills."<sup>1</sup>

One method of stimulating creativity is to have the class participate in a tall stories contest. Have them write exaggerations to promote free atmosphere, but gradually the aim of the teacher should be to encourage the superior students to write concisely. Way should be given first to expression then to refinement.

Exhibit abstract paintings and ink blots and ask the students to write a story or an article about the object which they perceive. Filmstrips, charts, models, and slides may be used as to encourage writing.

The superior students may be asked to write something using their imagination. For example "What would I do if I knew I would be deaf in three days." "How would I spend hundred thousand dollars?" Giving the students such limitations as not more than ten per cent of the whole amount could be given to charity, not more than one of any items should be purchased and not more than five per cent should be spent on one item.

The teacher may describe a setting and ask the students

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<sup>1</sup>William H. Burton, *The Guidance of Learning Activities* (New York: Appleton Century Croft Inc. 1952), p. 480.



to write about it. For example, the teacher might say to the class: "The night was still, broken only by the shrill screeches of a distant owl. The black narrow house looked forbidding in the pale moon light. The leaves which were still on the trees made rustling sounds as a faint breeze blew through them."<sup>1</sup>

Ask the class to read half of the story in the book and to finish the story themselves. Ask the superior students to pick out one favorite fictional character and write a story about a personal adventure with him or her. Have the students write about their experiences on an excursion or a trip. Teachers should watch for some of the occasions in their daily life which would stimulate the superior students to write about.

The development of creativity in the superior students depends upon the teacher. The teacher should provide an atmosphere where the students feel encouraged to write. The teacher should consider the teachable moment as a cue toward stimulating creativity. The teacher should realize that worthwhile creativeness needs preparation of the background, effort to achieve, insight or fulfillment, and polishing. Generally it has been seen that polishing is neglected, when it should be considered as the most important according to Burton.<sup>2</sup>

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<sup>1</sup>Ruth Kearney Carlson, "Stimulating Creativity" Elementary English 38:3 (March, 1961), pp. 165-70.

<sup>2</sup>Burton, Op. cit., p. 492.

Creative activity follows developmental stages--the ability of creativity grows as the child grows up. The teacher should take special care that no one laughs or ridicules what a student writes. Discovery is fundamentally important in the learning process. Individual contributions of something unique, original and new is based on discovery.

The reading and writing activities may be conducted together. The students may be asked to write a report on the reading material; for example the superior children may be asked to give their views upon the material read in class outside of their text.

Creative writing may consist of publishing newspapers, writing short stories, essays, articles, and skits for their school's annual magazine. The superior students may be asked to write autobiographies and biographies.

Creative dramatics suggest many activities for enrichment besides writing; for example, producing and directing original plays and active participation in the plays. Writing of poems and composing music may be used as an activity for creativity.

#### SUMMARY

The goals of teaching a superior student should go beyond the traditional offerings. Challenge and enrichment, not necessarily speed, should be the consideration in developing a program in high school for superior students.



In large high schools, grouping is desirable although it is known that pupils must be individualized within any class or group. It is strongly recommended in the literature that enrichment should be provided within the framework of the regular class.

Every attempt should be made to create a climate in which the talented can work at their optimum capacity. A school should explore its resources to provide for its superior students. The classes for the superior students should be flexible in order to practice some free activities.

The study of English is important for the Indian student to become a member of the world society. The study of English involves an appreciation and understanding of literature, a knowledge of semantics, and an awareness of the power of language. These areas involve four language arts: reading, listening, speaking and writing.

Reading should enable a superior student to acquire an understanding of the culture of his own and other countries -- its past and present. The reading skills should be taught as a part of the whole English literature program.

The skills in listening should be developed through giving directions to enable the student to become a curious reflective, reactive, courteous, retentive, and skillful listener.

The teacher's responsibility is to help the individual superior pupil improve his oral expression. Considerable work

in oral expression should be a part of the English classes for the superior students. Debate is a valuable activity in speech classes. Oral reports, panel and group discussions springing naturally from the subject matter, or discussions stimulated by teaching devices are very helpful. The superior students should share their reading experiences and original ideas through speeches, dialogues, and dramatizations. These programs may be given on the radio and television.

The emphasis in writing should be first on conveying the information effectively with an understanding of the topic, rhetoric, usage, and semantics. The second emphasis should be on encouraging creative writing. Creativity should be stimulated through all possible ways, discussed in the report.



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SPECIAL PROGRAMS FOR HIGH SCHOOL SUPERIOR  
STUDENTS IN THE UNITED STATES AND THEIR APPLICATION  
TO HIGH SCHOOLS IN INDIA WITH SPECIAL REFERENCE  
TO SPECIFIC TECHNIQUES FOR ENGLISH CLASSES

by

PRATIBHA P. ATTRI

B. A., B. Ed., Delhi University, 1958, 1959

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1963

The purpose of this study was to acquaint the writer with some of the administrative programs suggested for the superior students in high schools of the United States, to consider those programs most suitable for superior students in high schools of New Delhi, India, and to suggest specific techniques for teaching English to the superior students.

Information for the report was gathered from current educational literature. The information gathered was about the administrative programs suggested for superior high school students in the United States and techniques valuable in teaching the language arts.

The important factor in dealing with superior students is that superior students must be provided with some special educational programs for the development of their maximum capacities. The five programs suggested in the literature are: enrichment, acceleration, homogeneous grouping, individualized instruction, and special classes or segregation. The key program to all programs is the enrichment program. Challenge and enrichment should be provided for the provision of intensive and extensive experiences through various types of programs such as group enrichment in special schools, enrichment in special classes, enrichment through seminars, and many other activities.

The acceleration program, which is economical, may be provided through early admission, rapid progress, ungraded groups, and combination grades.



Homogeneous grouping is very profitable for large Indian high schools. Homogeneous grouping takes care of all those students who are superior, in all the subjects, in one subject area, and in a particular combination of subjects, called tracks, through its different types. Although homogeneous grouping is economical and effective for Indian schools, special attention should be given to individual instruction.

Segregation might not be a very good term to use in Indian society because of the common belief in the caste system. The term "grouping" may be used instead, even though it has the characteristics of segregation.

The indispensability of English in India makes it very necessary to provide special programs for the superior students in English and literature. The previously mentioned five programs may be utilized in English classes according to the needs and facilities. The study of English involves an appreciation and understanding of literature and a knowledge of semantics. The four skills in language arts, reading, writing, speaking, and listening may be developed through various activities and devices which have been discussed in the report.

Date Due

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